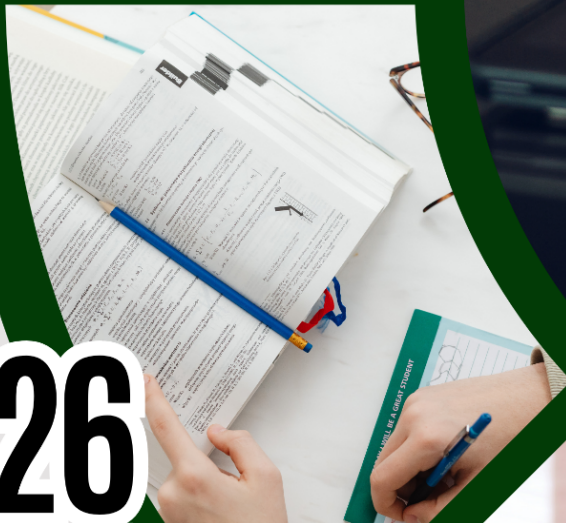


Open Door Student Handbook

2025-26



2025/2026 STUDENT/PARENT HANDBOOK



ALTERNATIVE EDUCATION PROGRAMS
OPEN DOOR CHARTER

Monterey County Office of Education
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Alternative Education - Open Door Charter 2025/26 Student/Parent Handbook

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MCOE Mission Statement

The mission of the Alternative Education Program of the Monterey County Office of Education (MCOE) is to prepare students for future success by providing a supportive school environment that focuses on increasing academic and prosocial behaviors and skills, while providing functional life skills instruction. We respect and value the unique contributions of each student and our role in assisting them in becoming responsible, stable, and contributing members of society.

The Alternative Education Programs' mission is deliberately and fully aligned with the four pillars of the Monterey County Office of Education:

- Reach our goals for student achievement for all students
- Ensure the safety and health of students
- Recruit and retain the most highly qualified teachers and staff
- Provide fiscal accountability for every education dollar

Open Door Charter

Introduction

Open Door Charter (ODC) is a dependent Charter school, specifically designed to address the academic needs of students, ages 16 and older, in grades 11-12, who are at risk of not completing high school. The educational program at ODC is designed to meet each student's academic needs and offers academic experiences to reconnect them to learning and improve their employability or their success in post-secondary educational options. Instruction takes place in an Independent Study model designed to provide self-directed teaching through student-tailored, standards-based, common core curriculum. This model enables students to fully focus on their graduation requirements.

Open Door Charter is located at 901 Blanco Circle, Salinas, West Campus 14.

Eligibility

Eligible students must be:

- 16 years and older, out of school, and have a desire to earn their high school diploma
- Willing to create short- and long-term goals towards completing the education requirements
- Willing to participate in job readiness skills and on-the-job training
- A resident of Monterey County or the surrounding counties

School-Wide Graduate Learner Outcomes

Prepared graduates who:

- Produce quality work, organize and manage time efficiently;
- Learn and apply goal-setting strategies to support educational and career plans; and,

- Apply education and skills positively to become lifelong learners.

College and career-focused individuals who

- Evaluate strengths and abilities to make informed decisions about post-secondary plans;
- Take initiative in pursuing and accessing post-secondary goals and career technical education (CTE) pathways and ladders; and,
- Develop career technical education (CTE) skills for success in the workplace.

Collaborative workers and community partners who:

- Work productively as members of local and global societies;
- Demonstrate integrity, tolerance, and positive personal relationships within diverse settings; and,
- Contribute as role models and leaders within their community.

Student Rights

Your Child has the Right to a Free Public Education

All children in the United States have a Constitutional right to equal access to free public education, regardless of immigration status and regardless of the immigration status of the students' parents/guardians in California:

- All children have the right to a free public education.
- All children ages 6 to 18 years must be enrolled in school.
- All students and staff have the right to attend safe, secure, and peaceful schools.
- All students have a right to be in a public school learning environment free from discrimination, harassment, bullying, violence, and intimidation.
- All students have equal opportunity to participate in any program or activity offered by the school, and cannot be discriminated against based on their race, nationality, gender, religion, or immigration status, among other things.

Information Required for School Enrollment

- When enrolling a child, schools must accept a variety of documents from the student's parents/guardians to demonstrate proof of the child's age or residency.
- You never have to provide information about citizenship/immigration status to have your child enrolled in school. Also, you never have to provide a Social Security number to have your child enrolled in school.

Confidentiality of Personal Information

- Federal and state laws protect student education records and personal information.
- These laws generally require that schools get written consent from parents/guardians before releasing student information, unless the release of information is for educational purposes, is already public, or is in response to a court order or subpoena.
- Some schools collect and provide publicly basic student "directory information." If they do, then each year, your child's school district must provide parents/guardians with written notice of the school's directory information policy, and let you know of your option to refuse release of your child's information in the directory.

Family Safety Plans if You Are Detained or Deported

- You have the option to provide your child's school with emergency contact information, including the information of secondary contacts, to identify a trusted adult guardian who can care for your child in the event you are detained or deported.
- You have the option to complete a Caregiver's Authorization Affidavit or a Petition for Appointment of Temporary Guardian of the Person, which may enable a trusted adult the authority to make educational and medical decisions for your child.

Right to File a Complaint

- Your child has the right to report a hate crime or file a complaint to the school district if he or she is discriminated against, harassed, intimidated, or bullied on the basis of his or her actual or perceived nationality, ethnicity, or immigration status.

General Information & Enrollment Process

Open Door Charter is a WASC-accredited, tuition-free high school diploma program that utilizes an independent study model, allowing students to focus fully on their graduation requirements.

Open Door Charter offers the following:

- Each student receives an Individualized Learning Transition Plan (ILTP) to identify needed credits and guide the student's academic goals.
- A credentialed teacher meets weekly with the student to monitor the Individualized Learning Transition Plan (ILTP) based on the student's credit requirements.
- Maintenance of individual student progress files, state-required attendance records, official student transcripts, district assessments of students' skill levels in English and math, annual state standardized testing, and graduation.
- A wide variety of support and intervention classes, along with events to supplement the core curriculum.

Students and parents/guardians of 16 and 17-year-old students can contact the Education Liaison for information about enrolling at Open Door Charter. If interested in enrolling, they can submit an interest form. Once interest is established, the Education Liaison will forward the online registration paperwork that needs to be submitted. Once the completed enrollment paperwork is submitted, the Education Liaison will follow up regarding the status of the enrollment. If space is available, the Education Liaison will schedule an orientation and onboarding meeting with the student (and parents/guardians, if applicable). If the number of students interested in attending exceeds the school's capacity, the interested students will be included in a lottery process.

Student/Parent/Guardian Engagement Notifications

The Monterey County Office of Education (MCOE) and the County Board recognize that parents/guardians are their children's first and most influential teachers and that sustained parent/guardian involvement in the education of their children contributes greatly to student achievement and a positive school environment. When schools and parents/guardians work together and form strong partnerships, a stable foundation of support is created for students. Please contact the school office at 831-784-4225 for information about school events and meetings, dates, and times, including:

- School Site Council (SSC) is an elected group of parents/guardians, students, teachers, classified employees, and school administrators. This group is responsible for reviewing the school budget, school improvement, general goals, and the philosophy of the school.
- Parent/teacher/student conferences are held twice a year, once each semester.
- The English Learners Advisory Committee (ELAC) is a parents/guardians advisory committee formed at any school with 21 or more students who have been identified as English language learners (ELL). The ELAC is an opportunity to inform parents/guardians of the resources available to English language learners (ELL) and allow parents/guardians to serve in an advisory role to the school in the decision-making process concerning programs for ELLs. The ELAC is composed of elected ELL parents/guardians, non-ELL parents/guardians, and school site staff.
- Local Control Accountability Plan (LCAP) stakeholder meetings are offered throughout the school year and give students and families the opportunity to have input on the direction of the department.

Policies and Regulations

The Monterey County Board of Education (County Board) and the Monterey County Superintendent of Schools (County Superintendent) are dedicated to maintaining a safe and positive school environment. This includes student services that support student welfare and academic success. The County Board expects students to take advantage of learning opportunities by showing regular attendance, proper behavior, and respect for others.

Often cited MCOE Board [Policies and Regulations](#) are linked below.

- [MCOE Parent Rights and Responsibilities](#)
- [MCOE Sexual Harassment Policy](#)
- [MCOE Volunteer Assistance Policy](#)
- [MCOE Uniform Complaint Procedure](#)
- [MCOE Parental Notification/Title I](#)
- [MCOE Student Use of Technology](#)

Open Door Charter School Policies

Please note that the policies listed above do not constitute a comprehensive list of school policies. Please contact the principal if you would like to review policies not listed in this handbook.

Master Agreement

Following state law, all students participating in independent study at Open Door Charter and their parents/guardians, if applicable, shall complete a Master Agreement at the start of each school year or when they enroll. The Master Agreement includes student information, dates of enrollment, courses, and coursework to be completed, along with methods of study and evaluation, and other applicable requirements outlined in Education Code section 51747 (g). The Master Agreement also includes a list of student and parents/guardians, if applicable, expectations, and responsibilities.

Attendance and Weekly Student/Teacher Meeting

Students are required to maintain a minimum of 90% attendance. Attendance is measured by the students' completion of all assigned coursework. Each week, the teacher will assign five (5) full days of coursework to the student. Students can follow up with their teacher during the school week with questions about assignments or clarification of educational materials. If a student does not fully comply with the following obligations, applicable to independent study attendance requirements for charter schools, full attendance will not be awarded:

- Does not attend the scheduled weekly meeting with the assigned teacher
- Does not engage in any schoolwork,
- Does not engage in any schoolwork on a school day,
- Does not participate in any required synchronous instructional sessions or tutoring sessions, and/or,
- Does not achieve at least the minimum performance requirements of the course of study

All Open Door students are required to attend weekly meetings with their teacher, as scheduled and indicated on their Master Agreement. At the weekly student/teacher meetings, teachers will verify that each student completes the minimum amount of work required for attendance purposes. All assigned coursework needs to be completed in an acceptable manner each week in order to receive attendance credit and maintain adequate coursework progress. Incomplete work will not be accepted, and students may be required to stay and complete the work at Open Door.

Absences

Students are expected to attend all weekly meetings with their teacher, and, as applicable, all classes, workshops, daily synchronous instructional sessions, testing sessions, and/or tutoring sessions that the student is expected to attend, as outlined in their Master Agreement. **Students, 18 years and older, must notify their teacher before an absence and reschedule their meeting for another day that week. Parents of students under the age of 18 years must notify the student's teacher before an absence and reschedule the**

meeting for another day that week. A student under the age of 18 years may not cancel his or her teacher meeting or excuse himself or herself from scheduled classes, workshops, daily synchronous instructional sessions, testing sessions, and/or tutoring sessions. Open Door Charter follows California Education Code Section 48205 to determine if an absence may be excused.

Open Door Charter will follow its Tiered Re-Engagement Strategies, included in this handbook, to address unexcused absences.

Truancy

Open Door reserves the right to notify the Monterey County District Attorney's Truancy Abatement Program of any students, ages 16 and 17, who are truant, consistent with Education Code Section 48260, et seq. The District Attorney may contact parents/guardians of students, ages 16 and 17, who are truant.

Pregnant & Parenting Students

Students who qualify as pregnant (Education Code Section 46015) are entitled to up to eight weeks of parental leave from school. Parental leave can be taken before or after the birth of the child during the school year the child was born. Students are not required to take all the weeks of leave and may not be required to take leave if they do not wish to.

A pregnant student is entitled to more than eight weeks if their physician determines that it is medically necessary. While on leave, the student may not be penalized for their absence or required to perform any academic work. If a student is absent due to their child's illness or medical appointment, the teacher will mark the absence excused. If a student is absent to care for an ill child, the school may not require a doctor's note.

For more information on MCOE's Married/Pregnant/Parenting Students policy, refer to Board Policy 5146 on the MCOE website:

<https://www.montereycoe.org/about-us/board-of-education/policies-regulations>

School Visiting Procedures

Open Door Charter encourages all individuals to assist in maintaining a safe and secure school environment by behaving in an orderly manner while on any MCOE school campus. All visitors and outsiders (per MCOE Administrative Regulation 3515) shall register immediately upon entering any school building or grounds. The site administrator or designee shall provide a visible means of identification for all individuals who are not students or staff while on school premises.

Minor Children on Campus

Open Door Charter recognizes the important role that families fulfill in the lives of students. In general, the workplace and classroom are typically not appropriate places for non-student, minor children to be present on a frequent or continuing basis. Open Door encourages students to arrange for someone to take care of any non-student, minor children while they are meeting with their teacher, unless previously arranged and with permission.

Tiered Re-Engagement Policy

Open Door Charter's Independent Study Master Agreement, which is signed by all students and parents/guardians, if applicable, requires that a student submit completed work no later than the due date assigned. The Master Agreement also states that if a student fails to submit 80% of the assignments in a learning period or produces substandard work, there will be an evaluation to determine the appropriateness of independent study for that student, following Education Code Section 51747, and as outlined in County Board Policy and Administrative Regulation 6158.

Satisfactory educational progress shall be determined based on all of the following indicators: [EC 51747]

1. The student's achievement and engagement in the independent study program, as indicated by the student's performance on applicable student-level measures of student achievement and engagement specified in EC 52060
2. The completion of assignments, assessments, or other indicators that evidence that the student is working on assignments
3. Learning of the required concepts, as determined by the supervising teacher
4. Progress towards successful completion of the course of study or individual course, as determined by the supervising teacher

To ensure that students, who do not comply with school policies and/or procedures, are progressing towards meeting satisfactory educational progress, Open Door teachers will provide opportunities for intervention and additional supports for the following actions that include, but are not limited to:

- an absence for a weekly teacher meeting or other scheduled teacher appointment
- an absence from a required intervention/support class, workshop, or tutoring session
- not participating in required assessments during the regularly scheduled assessment window
- not submitting 80% or more of their weekly assignments
- submitting substandard work
- willfully defying the Open Door staff

If the opportunities for intervention and additional supports do not resolve the compliance issue(s), the following multi-tiered protocol will be implemented:

STEP 1: A Warning Letter will be given or mailed to the student and parents/guardians, if applicable, to advise that he/she is in danger of being terminated from the Charter for any of the reasons stated below:

- Poor participation due to missing weekly teacher/student scheduled meetings.
- Failure to submit a minimum of 80% of the assigned work by the due date.
- Demonstrating poor behavior, motivation, and a lack of respect for staff or others during scheduled meetings.

The letter will include the day, date, and time for the next scheduled teacher/student meeting and list the assigned work that must be completed and turned in at the meeting.

STEP 2: If the student does not meet the requirements stated above, a Second Warning will be given or mailed to the student and parents/guardians, if applicable. This letter will include the day, date, and time for the next scheduled student/teacher meeting and list the assigned work that must be completed and turned in at the meeting. Also, at this meeting, the teacher, student, and parents/guardians, if applicable, will be evaluating whether or not it is appropriate for the student to remain in independent studies.

STEP 3: As set forth above, if a student misses his/her weekly student/teacher meetings, does not complete 80% or more of their weekly assignments, or submits substandard work, an Evaluation of Continued Enrollment will be completed by the teacher and reviewed with the student and parents/guardians/guardian, if applicable. This evaluation will determine if:

- The student may continue in Independent Study with progress monitoring and other conditions (additional weekly teacher/student meetings, tutoring sessions, etc.); or,
- It will be recommended that the student pursue other educational opportunities.

A copy of the evaluation will be placed in the student's file and maintained for three (3) years.

Removal Process

If the determination is that the student should pursue other educational opportunities, an Exit Notification will be sent to the student, age 18 and older. If the student is 16 or 17 years of age, a Return to District notification will be sent to the student's district of residence. The Return to District (RTD) notification will also be sent to the student's parents/guardians/educational rights holder. Open Door Charter will also notify the Monterey County District Attorney's Office with the names of any former ODC students who have not enrolled with another school or district within two weeks of their removal from ODC. This removal process will be consistent with Education Code section 47606(c)(5)(J).

Students who are dropped or exited from Open Door are eligible to be considered for re-enrollment the following school year.

Student Engagement & Academics

Open Door staff is here to encourage students to stay in school and make weekly progress toward their graduation requirements. To be successful in this program, students must:

- Be motivated and take charge of your learning.
- Have strong time management skills and be able to work independently.
- Maintain attendance at 90% or higher.
- Maintain passing grades in all classes.
- Be on time and prepared for all weekly student/teacher meetings.
- Contact your teacher in advance if you anticipate being late.
- Take the initiative to contact your teacher immediately to get assistance.
- Demonstrate integrity by doing your own work.
- Request inactive status if personal circumstances make a long-term absence necessary.
- Return all books, tablets, chargers, and other materials issued to you.
- Follow all the discipline codes and behavior guidelines.

Independent Study Guidelines

The educational program at Open Door Charter is designed to meet each student's academic needs and offer both academic and career technical experiences in learning and practicing skills that will reconnect them to learning and improve their employability or success in a post-secondary school. Instruction will take place in an Independent Study model designed to provide one-on-one teaching through student-tailored, standards-based, common core curriculum.

To promote respect and responsibility, Independent Study has specific expectations for students, including:

- IS students must do the equivalent of 3-5 hours of schoolwork a day.
- IS students must meet with their teacher at least once weekly for one hour or more at a specific appointment time.
- IS students may be required to attend more than one day per week.
- IS students must complete and hand in 80% or more of their assignments at the weekly meeting with their teacher.
- IS students who submit only partially completed assignments will be expected to stay and complete all of the assignments.
- IS students must participate in all school and state-mandated tests, which could require extra attendance.
- IS students who miss their weekly meetings, do not complete and/or turn in 80% of the weekly assigned work, and/or do not achieve at least minimum performance requirements on completed work will be formally evaluated to determine whether or not Independent Study is an appropriate educational setting for the student.

- Student attendance in Independent Study is based on work completion, not seat time.
- IS students who are not complying with attendance and work completion guidelines will not be referred for concurrent enrollment.
- Students need to provide their own transportation for their scheduled meetings with their teacher.
- Students must contact their teacher 24 hours before the day/date of their meeting to make alternative arrangements if the student is unable to make the assigned appointment.
- Students will be liable for the cost of replacement for lost, damaged, or destroyed books, technology, and other school property assigned to them.

Earning Credits Towards Graduation

Students are expected to earn a minimum of 20-30 credits each semester. Each course is typically five (5) credits if the student fully completes all the coursework requirements. Students who do not complete the coursework or who are frequently absent may earn fewer than five (5) credits. Course grades and credits are determined by completed coursework, course assessments, student projects, and other assignments.

Students who need credit recovery or wish to advance in their credit completion should speak directly with their teacher. The teacher will work with the student to try and develop a plan that fits their individual needs. Students can earn up to 50 credits a semester. Students who wish to earn more than 50 credits a semester may petition the administration for approval.

Open Door does not offer the GED or High School Equivalency (HiSET) preparation.

Academic Honesty Policy

Open Door has high standards for its students in the area of academic honesty. Students are expected to understand and put into practice the skills and behaviors necessary for successful life-long learning.

The following actions constitute cheating and plagiarism:

1. Copying another person's homework, test, theme, book report, or downloading material from the internet without citing the source.
2. Using another person's ideas, expressions, or words without giving the original author credit.
3. Unauthorized use of any teacher's edition resource for any purpose.
4. Preparing to cheat in advance of a quiz or an exam, in advance of an in-class writing assignment, with such things as notes, references, or other devices, including open-book tests, without the teacher's consent.

Cases involving academic dishonesty will be referred to a school administrator. Students have due process rights and, at any point, may request an appeals meeting involving parents/guardians (for students who are 16 or 17 years old) and the teacher. The consequences of cheating and plagiarism could include:

1. A failing grade (0%) on the assignment, quiz, or test
2. Disciplinary action(s), including possible removal from the program

For more information on MCOE's Academic Honesty policy, refer to Board Policy 5131.9 on the MCOE website:

<https://www.montereycoe.org/about-us/board-of-education/policies-regulations>

Transcripts, Grades & Grading Periods

Transcripts, listing courses, grades, and credits, are issued each semester. Semesters are 18-week grading periods. Class credit for fully completing a class is five (5) credits, unless a student leaves the class or fails to complete all 5 credits. In that case, partial credits may be issued.

Students may request official copies of their transcripts by completing the Records Request form at the MCOE Alternative Education Programs website:

<https://www.montereycoe.org/divisions-services/county-authorized-home-charters/open-door-charter-school>

Graduation Credit Requirements

Open Door Charter requires the following 170 credits for graduation:

Courses / Subjects	Required Credits
English*	30
Math	10
Integrated Math or Algebra	10
World History	10
US History	10
Government / Civics	5
Economics	5
Life / Biological Science	10
Physical Science	10
Visual / Performing Arts	10
Physical Education	20
Electives	40

* English Language Arts Development (ELD) in 9th grade earns English credits

** includes World Languages

Technology Tools & Instructional Materials

Textbooks, instructional materials, Chromebooks, etc., will be issued, without charge, to students. Responsibility for these materials rests solely with the student to whom they are issued. Textbooks must be returned when the student finishes the course or withdraws from school. Students will be charged for textbooks that have been lost, stolen, or damaged beyond

reasonable wear and tear.

One of the goals of Open Door Charter is to use technology to enhance student learning. Chromebooks and other technology will be checked out to students to use to complete their coursework. Students are responsible for the appropriate use of technology as indicated in the Technology Acceptable Use Agreement. Violation of this policy may result in disciplinary action and the loss of the privilege to use the technology and/or civil or criminal liability.

For more information on MCOE's Student Use of Technology policy, refer to Board Policy 6163.4, Exhibit 6163.4, and Administrative Regulation 6163.4 on the MCOE website: <https://www.montereycoe.org/about-us/board-of-education/policies-regulations>

Assessments

Participation in state-mandated assessments is mandatory for all applicable ODC students. Qualified students with disabilities will be ensured placement in the appropriate state assessments and provided appropriate accommodations or modifications for all state tests.

As part of the enrollment process and several times throughout the school year, students are required to participate in the standardized Northwest Evaluation Association's (NWEA) assessments to identify current reading and math skills. Students must prepare for these tests and perform to the best of their ability. Information from these tests allows Open Door Charter to determine a student's placement in classes, including academic intervention courses. Students should demonstrate academic progress by increasing scores on district and state assessments.

To measure growth in student achievement, Open Door Charter will annually administer, if applicable, the following state-mandated tests:

- CAASPP (California Assessment of Student Performance and Progress): This test measures how well both entire schools and individual students perform in math, ELA, and science. Teachers and parents/guardians, if applicable, can use CAASPP results to measure student growth and improve student learning.
- ELPAC (English Language Proficiency Assessment for California): Students whose native language is not English are required by law to take an English skills and fluency test. This test assesses students in the areas of listening, speaking, reading, and writing. This annually administered test helps schools identify students who need targeted assistance in developing their fluency in the English language.

Assessments will not be administered before acceptance or enrollment.

Intervention Courses

Students who test below grade level on the math and reading entrance exams will be placed in credit intervention courses in math and language arts. Additional tutoring support may be available and offered.

English Language Learners

Language acquisition programs are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible, and provide instruction to English learners based on the state-adopted academic content standards, including English language

development (ELD) standards. (EC Section 306[c]). A description of the language acquisition program provided in the Monterey County Office of Education Alternative Programs is listed below:

Structured English Immersion (SEI) Program: A language acquisition program for English learners in which nearly all classroom instruction is provided in English, but with a curriculum and presentation designed for pupils who are learning English. At a minimum, students are offered ELD and access to grade-level academic subject matter content.

Students and parents/guardians may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan. If interested in a different program from those listed above, please contact the school office at (831) 783-5285.

Students who are English learners and parents/guardians of English learners (under the age of 18 years) have a right to decline or opt their children out of the school district's language acquisition program or opt out of particular English learner services within a language acquisition program. (20 U.S.C Section 6312[e][3][A][viii]). However, LEAs remain obligated to provide the student meaningful instruction (5 CCR Section 11302) until the student is reclassified, inform the student and parents/guardians when progress is not made, and offer the parents/guardians programs and services to consider at that time.

Section 504 Plans

Open Door Charter provides reasonable accommodation(s) for students who are qualified individuals with a disability per Section 504 of the Rehabilitation Act of 1973 ("Section 504") and the Americans with Disabilities Act of 1990, as amended by the ADA Amendments Act of 2008 (ADA). If you are a student who is a qualified individual with a disability, you may be eligible for reasonable accommodation(s). To be eligible for a Section 504 Plan, a student must meet these three requirements:

- Have a physical or mental impairment such as: mental or psychological disorders, including Attention Deficit Hyperactivity Disorder (ADHD), diabetes, cancer, severe asthma, seizure disorder, or a learning disorder.
- The impairment must affect at least one major life activity such as seeing, hearing, speaking, walking, thinking, caring for one's self, or learning.
- The impairment must limit the student in a "substantial" way, meaning a student with a disability is unable to perform a major life activity in the same way as a student without a disability.

Child Find

The purpose of Child Find is to identify, locate, and evaluate children between the ages of birth through 21 years of age who are suspected of having a disability, to provide appropriate special education services designed to meet the student's educational needs at no cost to the individual or family.

Open Door Charter is continually looking to address how to support students who may need special education services under IDEA. When students enter Open Door Charter, a search of the County data systems and contact with the residence district is made to identify if the student is current or previously identified as a student with special needs.

Special Education Services

Open Door Charter serves students with disabilities in compliance with the Individuals with Disabilities Education Act (IDEA). The Individuals with Disabilities Education Act (IDEA) is a federal law that requires school districts to provide a free, appropriate public education to eligible children with disabilities. A "free appropriate public education" (FAPE) means special education (specially designed instruction) and related services are to be provided as described in an Individualized Education Program (IEP) at no cost to the parents/guardians of children with disabilities or an adult student with disabilities ages 16 through 21.

Special education is instruction designed to meet the unique learning strengths and needs of the individual student with disabilities from birth through 21 years of age. It is defined as:

- Specially designed instruction
- At no cost to the student/parents/guardians
- To meet the unique needs of a child with a disability

Special education services may be provided in a variety of educational settings. Special Education services are required by the Individuals with Disabilities Education Act (IDEA) to be delivered in the least restrictive environment.

A student must be evaluated and identified as having a disability to be eligible for special education programs and related services. The eligibility disability categories are as follows:

- Autistic-Like Behaviors/Autism
- Deaf-Blindness
- Deafness
- Emotional Disturbance
- Hearing Impairment
- Intellectual Disability
- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impairment
- Specific Learning Disability
- Speech or Language Impairment
- Traumatic Brain Injury
- Visual Impairment

A student may be referred to the Student Prevention and Intervention Team (SPRINT) by a teacher, parents/guardians, counselor, probation officer, or other personnel who have substantial reason to suspect that the student is at risk of failing, dropping out, or in need of special education services. Personnel requesting that a student be reviewed by the Student Prevention and Intervention Team (SPRINT) must review the student's strengths, concerns, and classroom interventions already attempted before referral. Information is confidential, and the privacy of children and parents/guardians is protected.

Career Technical Education

Open Door Charter offers Career Technical Education (CTE) support through our web-based (online) learning tool, Imagine Edgenuity® CTE courses. These CTE courses are mapped to the learning priorities defined for the National Career Pathways* and support career exploration with hands-on activities that enable students to deepen their experience with their career interests.

Concurrent / Dual Enrollment

Open Door partners with local community colleges to provide students an opportunity to get a head start on their academic goals while still in high school. Concurrent or dual enrollment provides students with the opportunity to take college courses and earn college credit. Credits earned during dual enrollment, depending on the course, can also count towards a high school diploma. To receive community college credit towards ODC credit requirements for graduation, an official paper transcript will need to be submitted to the ODC Program Specialist. For every one community college credit earned, ODC students will earn 3.334 high school credits.

Studies have shown that students who take college courses while in high school are more likely to graduate and attend college after high school. If you are interested in participating in dual enrollment with Hartnell or another local community college, please contact your teacher for support in this process.

Pathway to Employment

Targeted workforce development strategies, including job readiness training and job placements, will be provided by Turning Point of Monterey County, a Workforce Innovation Opportunity Act of 2014 (WIOA) funded agency. These services will help young adults (ages 18 to 24) achieve valuable job readiness skills to secure on-the-job training employment, including:

- Building a resume
- Help with interviewing strategies
- Help with technical skills training
- Direct connection to employers
- Guaranteed paid work experience
- Job placement

Work Permits

Students who are 16-17 years old and in good academic standing may apply for a work permit. Students are required first to obtain an offer of employment before requesting a work permit. The student's parent/guardian must file a written request for a work permit and submit it to the ODC principal on the approved required form available at the ODC office.

For more information on MCOE's Work Permits policy, refer to Board Policy 5113.2 and Administrative Regulation AR 5113.2 on the MCOE website:

<https://www.montereycoe.org/about-us/board-of-education/policies-regulations>

Post-Secondary College Admission Requirements

For students who wish to continue their education after high school, the State of California offers community colleges, California State Universities (CSU), and the University of California (UC). In order to attend a community college, students need to be high school graduates or 18 years of age. To attend a CSU, students have to take specific high school courses, have appropriate grades and test scores, and have graduated from high school. Test scores are not required if the student's grade point average (GPA) is 3.0 or above. To attend a UC, students must meet coursework requirements, obtain the necessary GPA and test scores, or rank in the top four percent (4%) at a participating high school, or qualify by examination alone. Students may transfer to a CSU or UC after attending a community college.

To access resources to learn about college admissions requirements, refer to the following websites:

- www.californiacolleges.edu: California's official college and career planning platform. Lessons and tools help students discover goals for life after high school, make plans to achieve them, and launch their futures. It's free for California 6th - 12th-grade students, their parents, and educators.
- www.cccco.edu: This is the official website of the California Community College system and has links to all California Community Colleges.
- www.assist.org: This interactive site provides course transfer information for students planning to transfer from a California Community College to a CSU or UC.
- www.csumentor.edu: This is an extensive online site that helps students in the CSU system, including the ability to apply online and links to all the CSU campuses.
- www.universityofcalifornia.edu: This massive website offers information regarding admissions, online application, and links to all UC campuses

Information and guidance on the completion of the FAFSA can be found at: <https://studentaid.gov/h/apply-for-aid/fafsa>. The California Dream Act application and information are available at the following link: <https://dream.csac.ca.gov>. A paper copy of the FAFSA or the California Dream Act application will be made available to students upon request.

Apprenticeship and Preapprenticeship Programs

Students in grades 11 and 12 can access the California Department of Industrial Relations' Division of Apprenticeship Standards to obtain information or materials for local apprenticeship and preapprenticeship programs. [Division of Apprenticeship Standards - Home Page](#)

Suicide Prevention

Suicide prevention is the collective effort of school and community resources working together to support students. Warning signs are observable behaviors that may signal the presence of suicidal thinking or "cries for help", including:

- Feelings of sadness, hopelessness, and helplessness
- Changes in sleep patterns or eating habits
- Significant changes in behavior, appearance, thoughts, feelings
- Changes in school attendance or being tardy
- Social withdrawal and isolation
- Suicide threats (direct and indirect), suicide notes, and plans
- History of suicidal behavior
- Self-injury
- Preoccupation with death
- Making final arrangements (giving away prized possessions, posting plans on social media, sending text messages to friends)

Crisis Resources

All available 24/7

Crisis Text Line

Text HOME to 741741 to connect with a crisis counselor

Trevor Project (for LGBTQ+)

Text 678678 for a counselor or call 866-488-7386

Lifeline (Crisis Response)

Call or Text 988 to get support

The Source (Mental Health)

Call or text 916-787-7878 for support

MCRCC Helpline

Call 831-424-4357 to be connected with a sexual assault advocate

YWCA

Call 831-757-1001 to be connected with a domestic violence advocate

Dropout Prevention

Open Door Charter staff work with students, other MCOE staff, and community partners to address a variety of issues that may interfere with student success. Some of the issues they address are attendance, behavior, health, and referrals to other community resources.

Expectations For Student Conduct

The following school rules are intended to promote student success. All students must agree to follow these school rules. Failure to abide by these rules will result in progressive discipline that could lead to termination from Open Door Charter.

Attendance

- Students will arrive on time and attend for the full time that is scheduled with their teacher or staff.
- Official school hours may be lengthened to meet individual learning needs.
- Attending weekly student/teacher meetings and coursework completion determine a student's grade and the credit(s) awarded. Students must do their best; not attending the weekly meetings and a lack of work completion will result in a loss of credits necessary for graduation, and potential drop from the program.
- Clothing
- Students will not wear or bring any shade of red or blue clothing or shoes that could represent an affiliation with a gang or drugs.
- Students may not wear any head covering, sweatpants, pajamas, slippers, or gloves on campus.
- Students may not show cleavage, bare midriffs, or undergarments.
- Gang-related tattoos must be covered before arriving at school.
- Students who come to school dressed inappropriately will be asked to leave, and violations will result in an administrative review of student placement in the program.

For more information on MCOE's Schoolwide Dress Code policy, refer to Board Policy 5132 and Administrative Regulation 5132 on the MCOE website:

<https://www.montereycoe.org/about-us/board-of-education/policies-regulations>

Cooperation

- Students will follow the directions of all adults working at school at all times.
- Gang behavior will result in law enforcement being called.
- Students will not bully others or use profanity.
- Students may not bring medication.
- All personal student electronics must be turned off and out of sight while the student is at school.
- Binders, books, and folders may not be marked or decorated in any way.
- Students may not tag or mark any school or personal property.
- Students will follow the guidelines outlined in the Sexual Harassment and Technology Agreements.
- If riding in school vans, students will adhere to all applicable California vehicle codes.
- When driving on campus, students will adhere to California vehicle codes.
- Students must abide by all State and Federal laws, i.e., no tobacco, drugs, or alcohol.

Students who do not follow these rules may be removed from class and/or the weekly meeting. Continued failure to follow school rules may result in dismissal from this program.

Sexual Harassment / Sensitivity Policy

The Monterey County Office of Education and Open Door Charter are committed to providing all students an educational environment free from all forms of discrimination, including sexual harassment. Sexual harassment is unlawful under federal and state laws.

Student sexual harassment is defined by California Education Code Section 212.5 as any unwelcome sexual advances, requests for sexual favors, or other verbal, visual, or physical conduct of a sexual nature, made by someone from or in the educational setting, such that the behavior:

- Unreasonably interferes with a student's educational performance or creates an intimidating, hostile, or offensive educational environment;
- Is implicitly or explicitly made a term or condition of a student's educational development, status, or progress;
- Is used as a basis for educational decisions affecting that student, including any decisions regarding benefits, services, honors, programs, or any other activities available at or through the school.
- Examples of prohibited conduct for which a student may file a complaint include, but are not limited to:
 - Offensive or unwelcome verbal or physical advances, flirtations, or propositions;
 - Any unwelcome intentional touching of intimate body areas;
 - Employees or other adults in the school setting asking students for dates and/or dating students;
 - Verbal abuse of a sexual nature, including but not limited to slurs, leering, epithets, threats, or derogatory comments;

- Graphic or degrading verbal comments about a student or his/her physical attributes, or overly personal conversation;
- The display of sexually suggestive objects, pictures, cards, letters, or other materials;
- Lewd or sexually suggestive comments, stories, drawings, pictures, or gestures, off-color language, or jokes of a sexual nature;
- Spreading of sexual rumors;
- Teasing or sexual remarks about students enrolled in a predominantly single- sex class;
- Purposefully cornering or blocking normal student movements;
- Limiting a student's access to educational tools.

For more information on MCOE's sexual harassment policy, refer to Board Policy 5145.7, Exhibit 5145.7, and Administrative Regulation 5145.7 on the MCOE website:

<https://www.montereycoe.org/about-us/board-of-education/policies-regulations>

Bullying

The Monterey County Board of Education (County Board) and Open Door Charter recognize the harmful effects of bullying on student learning and school attendance and desire to provide safe school environments that protect students from physical and emotional harm. The County Board expects that student safety is ensured in the schools operated by the Monterey County Office of Education (MCOE) and that bullying of any student shall not be tolerated.

"Bullying" is a severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, to have the effect of placing a reasonable student in fear of harm to his/her person or property, causing a substantially detrimental effect on his/her physical or mental health, causing substantial interference with his/her academic performance, or causing substantial interference with his/her ability to participate in or benefit from school services, activities, or privileges. [Education Code (EC) 48900 (r)]

No individual or group shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel.

For more information on MCOE's Bullying policy, refer to Board Policy 5131.2 and Administrative Regulation 5131.2 on the MCOE website:

<https://www.montereycoe.org/about-us/board-of-education/policies-regulations>

Cyberbullying

Cyberbullying includes the creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity to damage that person's reputation. Cyberbullying can originate on or off the school site. Thus, for purposes of determining whether the conduct may be subject to suspension or expulsion, the act does not necessarily need to have been committed while at school, while coming to or from school, or during a school-sponsored activity.

For more information on MCOE's Bullying and Cyberbullying policy, refer to Board Policy 5131.2 and Administrative Regulation 5131.2 on the MCOE website:

Dangers of Synthetic Drugs

California Assembly Bill 889 added Section 48985.5 to the California Education Code, which requires public schools to share information and resources annually about the dangers of synthetic drugs. The continued rise in access and usage of synthetic drugs across the United States and California poses a direct threat to the health and well-being of our community and our youth.

The illicit use and abuse of synthetic drugs represent an emerging and ongoing public health threat in California. The fentanyl crisis specifically has impacted communities across the state, leading to a sharp increase in fentanyl poisonings and deaths in recent years.

This notice aims to address the crisis with a preventative approach, ensuring students and families are educated on the deadly consequences of recreational drug use. A synthetic drug is a drug with properties and effects similar to a known hallucinogen or narcotic but having a slightly altered chemical structure, especially such a drug created to evade existing restrictions against illegal substances. Synthetic drugs include but are not limited to synthetic cannabinoids (“synthetic marijuana,” “spice,” “K2”), methamphetamines, bath salts, and fentanyl.

The California Department of Public Health (“CDPH”) has expounded on the extreme danger of drugs laced with fentanyl. Illicit fentanyl can be added to other drugs to make them cheaper, more powerful, and more addictive. Illicit fentanyl has been found in many drugs, including heroin, methamphetamine, counterfeit pills, and cocaine. Fentanyl mixed with any drug increases the likelihood of a fatal overdose. Furthermore, it is nearly impossible to tell if drugs have been laced with fentanyl without additional testing because fentanyl cannot be seen, smelled, or tasted when used as a lacing agent. For more information, please access the following:

California Department of Public Health, Substance and Addiction Prevention Branch
<https://www.cdph.ca.gov/Programs/CCDPHP/sapb/Pages/Fentanyl.aspx>

Class, Meeting, or Program Removal

Students can be temporarily removed from a class or student/teacher meeting for adjustment or disciplinary reasons. This can include being excluded from all school and school-related activities unless otherwise agreed upon during the period of time. Open Door Charter shall consider removal from school only when other means of correction have not been successful or where the student’s presence would constitute a danger to persons or property or seriously disrupt the educational process. The grounds for removal (CA Education Codes 48900 and 48915) include:

- Fighting or causing physical injury or assault, or battery on a school employee
- Possession of weapons, knives, explosives, or dangerous objects (s) of no reasonable use to a student, or dangerous activities
- Possession or use of a controlled substance, alcohol, intoxicant, or paraphernalia
- Offered, arranged, or negotiated to sell a substance represented to be a controlled substance
- Committed robbery, extortion, or theft

- Vandalism to school property or private property
- Display of graffiti or creating graffiti
- Possession or use of tobacco
- Excessive use of profanity or repeated vulgarity
- Possession of an imitation firearm
- Defiance or disruption of school activities
- Possession of stolen property
- Sexual harassment or obscene acts
- Racial slurs or hate violence
- Intimidation or harassment of other students or staff members
- Intentional terrorist harassment, threats, or intimidation against school staff or property
- Aiding or abetting a person who injures/attempts to injure others
- Willful use of force or violence upon the person of another, except in self-defense
- Engage in acts of bullying

Open Door Charter supports a zero-tolerance approach to serious offenses. This approach makes the removal of dangerous students from the classroom and/or campus a top priority.

Open Door Charter administration shall provide for the fair and equitable treatment of students facing suspension and expulsion by affording them their due process rights under the law. The administrator or principal shall comply with procedures for notices and appeals as specified in the California Education Code, MCOE board policy, administrative regulations, and other applicable laws. (For discretionary expulsion, refer to CA Ed. Code 48900, 48900.2, 48900.3, 48900.4, and 48900.7; for mandatory expulsion, refer to CA Ed. Code 48915; and for suspension, refer to CA Ed. Code 48900.)

Tobacco-Free Campus

The Monterey County Board of Education (County Board) and Open Door Charter recognize the health hazards associated with tobacco products, including the breathing of second-hand smoke, and desire to provide a healthy environment for students and staff. Following state and federal law, smoking is prohibited in all Monterey County Office of Education (MCOE) facilities and vehicles. Furthermore, the County Board and Open Door Charter prohibit the use of tobacco products at all times on MCOE grounds. This prohibition applies to all employees, students, and visitors at any activity or event on property owned, leased, or rented by or from MCOE.

Please Note: Students and parents/guardians, if applicable, are required to sign the “Student and Parent/Guardian Signature Form” acknowledging receipt of and agreement to these policies.

Attachments

- Open Door Charter 2025-26 School Calendar
- Safe Storage of Firearms Letter
- 2025-26 Annual Parent Notice (English)
- 2025-26 Annual Parent Notice (Spanish)
- [Professional Standards \(MCOE SP 4119.21, 4219.21, 4319.21\)](#)

If you would like copies of any of these attachments, please contact the office at 831-755-0300 extension 1224.